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State Normal School

Mankato, Minnesota

1903

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STATE NORMAL SCHOOL, MANKATO, MINN

THIRTY-FOURTH ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

AT

MANKATO, MINNESOTA,

FOR THE

SCHOOL YEAR 1902-1903

AND

ANNOUNCEMENTS FOR 1903-1904.

ST. PAUL, MINN.:
THE PIONEER PRESS COMPANY.
1903.

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Calendar for 1903-1904.

Fall Term, 13 Weeks.

Entrance examinations.....Tuesday, Sept. 1, 1903
Enrollment of students.....Tuesday morning, Sept. 1, 1903
Class-work begins.....Wednesday morning, Sept. 2, 1903
Fall term ends.....Wednesday noon, Nov. 25, 1903

Winter Term, 12 Weeks.

Entrance examinations and enrollment of students,
Tuesday morning, Dec. 1, 1903
Class-work begins.....Wednesday morning, Dec. 2, 1903
Holiday vacation begins.....Friday noon, Dec. 18, 1903
Class-work resumed.....Tuesday morning, Jan. 5, 1904
Winter term ends.....Friday noon, March 4, 1904

Spring Term, 13 Weeks.

Entrance examinations and enrollment of students,
Monday, March 14, 1904
Class-work begins.....Tuesday morning, March 15, 1904
Spring term ends.....Wednesday evening, June 8, 1904

The Training Department will open on the days on which class-work begins in the Normal Department.

State Normal Board.

HON. JOHN W. OLSEN, Superintendent of Public Instruction.

HON. C. A. MOREY, President.
HON. J. W. OLSEN, ex-officio Secretary.....St. Paul
HON. CHARLES A. MOREY, Resident Director.....Winona
HON. GEO. H. CLARK, Resident Director.....Mankato
HON. ALVAH EASTMAN, Resident Director.....St. Cloud
HON. S. G. COMSTOCK, Resident Director.....Moorhead
HON. J. L. WASHBURN, Resident Director.....Duluth
HON. W. S. HAMMOND.....St. James
HON. ELL TORRANCE.....Minneapolis
HON. HOWARD DYKMAN.....Breckenridge

Faculty.

CHARLES H. COOPER, A. M., President,
History.
HELEN M. PHILLIPS,
Higher Mathematics.
DEFRANSA A. SWANN,
Geography and Methods in Geography.
CAROLYN M. ROBBINS,
Principal of the Grammar Grades, Training Department.
ACHSA PARKER, A. B.,
Rhetoric and Literature.
ULYSSES O. COX, A. M.,
Biology. Curator of the Museum. Secretary of the Faculty
FRED L. HOLTZ, A. M.,
Physical Science and Nature Study.
ALICE VIRGINIA ROBBINS, B. L.,
Mathematics and English Composition.
JESSIE SPENCER,
Drawing and Penmanship.
MINNIE SWEETLAND PARRY,
Principal of the Intermediate Grades, Training Department
FREDERICK LYLE SEARING, A. B.,
Latin.
MARTHA V. COLLINS,
Director of the Kindergarten.
GEORGE E. PARTRIDGE, Ph. D.,
Psychology and Pedagogy.
NELLIE LOUISE WOODBURY,
Reading and Physical Culture.
JOHN A. HANCOCK, A. M.,
Pedagogy. Director of the Training Department.
JEREMIAH S. YOUNG, Ph. D.,
History, Civics and Social Science.
S. LILIAN BLAISDELL,
Principal of the Primary Grades, Training Department.
CHARLOTTE S. HUFF,
Music.

MAYME HARRINGTON-SCHWARZ,
Manual Training.
DANIEL A. LEHMAN, A. M.,
Mathematics (Winter Term).
ALICE WILLIAMS,
Assistant in the Kindergarten.
KATE H. SPARROW,
Assistant in Drawing. (Absent on leave.)
LILIAN C. KLOSSNER, B. L.,
Assistant in the Grammar Department.
ELLEN C. DAVIS,
Assistant in the Intermediate Department.
EDNA SALOME FISCHER,
Assistant in Physical Culture.

OFFICERS OF ADMINISTRATION.

HON. GEORGE H. CLARK, Resident Director.
CHARLES H. COOPER, President.
ALICE N. FARR, Librarian.
AGNES C. GLOTZBACH,
Text-book Librarian, Secretary and Purchasing Agent.

State Normal School at Mankato.

HISTORICAL SKETCH.

The school was opened in 1868, being the second normal school established by the state. The central portion of the present building was occupied in 1870—about one month before the first class was graduated. In 1893 the legislature appropriated $50,000 for the enlargement of the building; it is now unsurpassed for pleasantness and adaptation to the purposes of normal school work. An appropriation of $15,000 by the legislature of 1901 has provided a heating system embodying the latest ideas of heating, ventilation and heat control.

The graduates of the school number nearly 1,500, and several times this number have received in the school more or less preparation for the work of teaching.

THE PURPOSE AND PLAN OF THE SCHOOL.

The chief purpose of the school is special instruction in the Science and Art of Teaching; but, as in nearly all other normal schools in the country, a thorough system of academic instruction is at once the basis, and, to a large extent, the medium of professional instruction in the courses not designed for high school graduates. General culture and accurate scholarship are necessary to good teaching; but with this culture and scholarship the teacher must be trained in the principles that underlie his art and in the application of those principles to the practical work of the school.

The school comprises two departments, the Normal Department proper and the Training Department or Practice School.

The Training Department includes a Kindergarten, the usual eight grades below the high school, and a Review Class in which candidates who fail in their entrance examinations will be given an opportunity to make up the subjects in which they may be deficient, and students who wish to do so may review carefully the common branches before entering upon the work of the Normal Department.

The Normal Department includes:

(a) An English Course of fifteen terms.
(b) A Latin Course of fifteen terms.
(c) An Elementary Graduate Course of three terms.
(d) An Advanced Graduate Course of six terms.
(e) A Kindergarten Training Course of six terms.
(f) An Elementary Course of nine terms.

Diplomas are awarded to students who complete these courses, as follows: Courses A, B, D, and E lead to the Advanced Diploma, which becomes a life certificate of the first grade on endorsement after two years of successful teaching. Course C leads to the Elementary Diploma for high school graduates and Course F to the Elementary Diploma; on endorsement, these become first grade certificates for five years and may be extended by re-endorsement. The particulars of the enactment of 1891 and the conditions of endorsement are given elsewhere in this catalogue.

THE ACADEMIC-PROFESSIONAL COURSES.

These courses, which have recently been greatly enriched, furnish a thorough academic training in the subjects usually included in high school courses. This training, being given by instructors chosen for their special fitness for the work of training teachers and with much experience in that work, who have in mind the future work of the students as practical teachers, naturally presents great advantages to those who intend to become teachers. The school has a good modern equipment of laboratories, library and museum. With this academic work is combined special professional training in psychology, the history and philosophy of education, methods of teaching, observation of model teaching, and practice work under skilled supervision and criticism. Outline statements of these courses follow, with a description of the work in each department of instruction.

THE GRADUATE COURSES.

Students who have elsewhere completed the required academic work of any regular course and afford evidence of this by diplomas or certificates from approved schools, or by special examination, will be admitted to the graduate courses. To such the diploma of the Elementary Course is given at the end of one year, or the diploma of the Advanced Course at the end of two years, if they are able to meet the requirements established for graduation from these courses.



ASSEMBLY ROOM.



MAIN HALL.

The advntages that these courses offer to those graduates of high schools and colleges who desire to teach are evident. The work is professional, including, first, theory as studied in psychology, the history and philosophy of education and general methods; second, special methods and reviews of the common branches; third, observation and teaching under the careful guidance of experienced critics in the Training Department. This professional work is fully described later in this catalogue.

While the Elementary Graduate Course (three terms) is still continued, it is earnestly advised that all enroll in the Advanced Graduate Course (six terms). The superiority of this course is beyond question and is now generally recognized, so that boards of education and superintendents in the more important towns of the state are coming to insist on this larger preparation for candidates for positions in their schools.

THE ELEMENTARY COURSE.

In 1899 the old three years' Elementary Course was abolished. It soon became evident, however, that a short course is necessary, especially for the rural school interests, and the Certificate Course was established in 1901. This course, while richer than the former one, has not met the need, as it has not drawn back to the school the large class of rural teachers who came for the old course.

The State Normal Board has accordingly re-established the Elementary Course on the old basis, with opportunity during the first year for reviews and methods in the common branches. The elementary diploma is given to those who complete this course.

It is expected that many teachers in rural schools, and those who are looking forward to that work, will take advantage of this opportunity. Only experienced teachers or persons of considerable maturity will be enrolled for this course, and the minimum age is sixteen years.

Constant calls for teachers are made upon the school for which there are no suitable candidates, showing that there is a large demand at high wages for properly equipped teachers for the best rural schools receiving state aid. The new Elementary Course is established to meet this demand at the urgent request of the county superintendents of the state.

Students who have completed this course will be admitted to the junior class of the English Course, and will be able to secure the advanced diploma in two years.

CONDITIONS OF ADMISSION.

1. **To the First-Year Class.**—Persons holding state teachers' certificates of the second grade, complete or limited, will be admitted to this class without condition. Other applicants are required to present certificates from the State High School Board, or to pass examinations in the subjects of Arithmetic, Grammar, Geography and United State History. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern text-books.

In Reading they are to show ability to read at sight intelligently and fluently ordinary easy prose and simple poetry; and in Composition, the ability to write a simple essay or a letter correctly and in proper form.

Candidates who may be deficient in one subject only will be admitted to do partial work in the Normal Department, and will be given an opportunity to make up the deficiency in the Review Class. Candidates who fail in their entrance examinations may enter the Review Class if they so desire. For the tuition fee in that class, see "Expenses."

2. **To the Graduate Courses.**—A diploma from a reputable high school having a four years' course will admit to these courses, provided that the high school course has included the following subjects that are considered essential to the preparation of a teacher for work in elementary schools: Civics, United States History, one physical science (Physics or Chemistry) and one biological science (Botany or Zoölogy). In Physics a full year's work is required; in each of the other subjects not less than a half year's work. If these subjects have not been pursued in the high school, the student will be required to secure standings in them in the normal school before receiving his diploma.

A student who has taken but three years of a four years' high school course will be required to complete the subjects of the fourth year, or their equivalents, in addition to the work of the graduate course, before a diploma is conferred upon him. In case the high school from which he came has but a three years' course, such a student will be allowed to enter a graduate course, subject to the conditions set forth above, but will not be graduated from the elementary course in less than four terms, an additional term of academic work being required.

As the one-year graduate course is very full, no student will be allowed to make up more than one subject during the year, and only strong students are able to do this. It is better for a student deficient in more than one subject, and for one who works slowly, to register for the two years' course and thus secure the more thorough preparation without severe strain.

3. **For Special Work.**—Persons holding teachers' certificates of the second grade who shall have taught in any public school in this state with ability and success for the term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the school that they are prepared to do the work with the regular classes in the subjects they may choose, and their choice is subject to the approval of the President. They must also present certificates from the superintendents under whom they have taught testifying to their success and fitness for the work of teaching.

4. **To Advanced Standing.**—Candidates may be admitted to advanced standing in any course after successful examination in the studies completed by the class, or on presentation of evidence showing their ability to do the work of the class.

Applicants desiring to enter upon records from other schools should present certified copies of these records at the time of entrance. Convenient blanks for this purpose will be furnished upon application.

Entrance examinations, wherever necessary, will occur on the days fixed in the calendar.

The first day of each term will be devoted to registration and classification. No one will be registered on any subsequent date for that term except for special reasons approved by the President.

Students will not be admitted to any class for less than one term without special permission from the President, and any student leaving school before the end of the term without permission will be recorded as having left dishonorably, and will not be readmitted.

ADVANCE CREDITS AT UNIVERSITIES AND COLLEGES.

The University of Minnesota and Carleton College have by formal action offered credits amounting to one year's work on the four years' college course to all graduates from the Advanced Courses of the State Normal Schools of Minnesota who shall bring certificates from the Presidents of the schools showing their fitness for advanced standing. Other universities and colleges will undoubtedly give the same credits. This action will enable persons who may need to teach in order to meet the expenses of a college course to secure normal school diplomas, and the larger salaries that they command, without spending more time on the combined course than will be required to secure college preparation in the ordinary way. High school graduates who intend ultimately to take a college or university course can now devote the additional year required to complete the Advanced Graduate Course, and can thus secure the great professional advantages offered by that course without delaying their college graduation.

Courses of Study for the Normal Schools of Minnesota.

ADOPTED BY THE STATE NORMAL BOARD, JANUARY, 1901, AND REVISED MARCH, 1903.

(Numerals designate the number of recitations given to each subject.)

ENGLISH COURSE.		LATIN COURSE.	
FIRST YEAR.			
Algebra	180	Latin Lessons	180
Geography	120	Algebra	180
English Composition	120	Geography	120
Botany	60	English Composition	60
English History	60	Drawing	60
Reading	60	Reading	60
Drawing	60	Music	60
Music	60		
SECOND YEAR.			
U. S. History	120	Cæsar	180
Plane Geometry	120	Plane Geometry	120
Botany	60	English History	60
Zoology	120	U. S. History	120
English Grammar	120	Zoology or Botany	120
Reading	60	Reading	60
Drawing	60	Drawing	60
Music	60		
THIRD YEAR.			
Arithmetic	120	Cicero	180
Physics	180	Physics	180
Rhetoric	60	Arithmetic	120
Literature	120	Rhetoric	60
Solid Geometry	60	Manual Training	120
Manual Training	120		

JUNIOR YEAR.

Civics 60
General History.....180
Chemistry 120
General Method..... 60
Psychology and Child Study..180
Theme Writing..... 60

Virgil 120
Mediæval and Modern History.120
Civics 60
Grammar 60
General Method..... 60
Literature 60
Psychology and Child Study..180

SENIOR YEAR.

Social Science..... 60
History of Education..... 60
Philosophy of Education..... 60
Physiography or Special Methods 60
Physiology 60
Literature 120
School Economy..... 30
Special Methods or Astronomy. 60
Practice Teaching.....120

Social Science..... 60
History of Education..... 60
Philosophy of Education..... 60
Physiography or Special Methods 60
Physiology 60
Literature 120
School Economy..... 30
Special Methods or Astronomy 60
Practice Teaching.....120

Rhetorical Exercises, Chorus Practice, Physical Training and Penmanship throughout all courses.

Courses of Study for High School and College Graduates.

ADVANCED COURSE.

TWO YEARS.

FIRST YEAR.

Psychology and Child Study	180
General Method	60
Methods in Literary Interpretation	60
Review and Methods in History	60
Methods in Reading	60
Methods in Drawing	60
Methods in Vocal Music	60
Methods in Elementary Science	60
Manual Training	60

SECOND YEAR.

Review and Methods in Geography	60
Review and Methods in Arithmetic	60
Review and Methods in Grammar	120
(Or) Grammar	60
Primary Methods	60
Philosophy of Education and Ethics	60
History of Education	60
School Economy	30
Social Science	60
Theme Writing	60
Practice Teaching	120

ELEMENTARY COURSE.

ONE YEAR.

Psychology and General Method	120
Methods in Drawing	60
Methods in Reading	30
Review and Methods in Geography	60
Review and Methods in Grammar	60
Methods in Elementary Science	60
School Economy	30
Review and Methods in Arithmetic	60
Methods in Vocal Music	60
Practice Teaching	90

KINDERGARTEN COURSE.

TWO YEARS.

See "Department Work in Detail," page 32.

Elementary Course.

FIRST YEAR.

Reviews in Arithmetic	120
Reviews in Geography	120
Reviews in Grammar	120
Physiology and Hygiene	60
Drawing	60
Music	60
Reading	60
English Composition	120

SECOND YEAR.

Algebra	180
Geometry	120
American History	120
English History	60
Botany	60
Zoölogy or Botany	60
Zoölogy	60
Music and Methods	60

THIRD YEAR.

Physics	120
Literature	120
Rhetoric	60
Civics	60
Reading and Methods	60
Drawing and Methods	60
Psychology and Child Study	60
General Method	60
Training School Work	120

By special arrangement Algebra may be taken during the first year, and the Arithmetic and Drawing of that year deferred till the second year.

A limited number of experienced teachers may arrange, with the permission of the Faculty, to observe the work of the critic teachers in the Model School during the first two years.

Rhetorical Exercises, Chorus Practice, Physical Training and Penmanship throughout the course.

Department Work in Detail.

PSYCHOLOGY.

The work in psychology comprises two courses, a long course (180 hours) essentially the same for the Latin, English, and Advanced Graduate classes, and a short course (60 hours) for the Elementary and Elementary Graduate Courses.

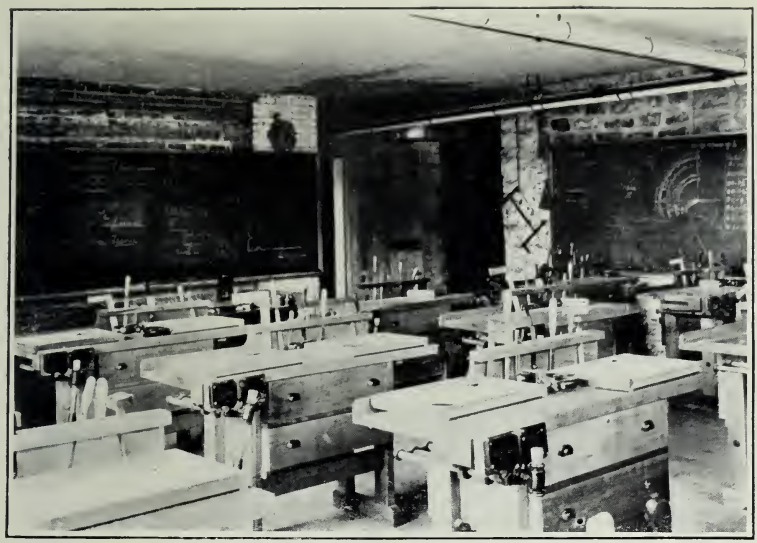
Two thoughts have been kept in mind in planning these courses: (1) that the mind and body are inseparable in nature and should be so in study; (2) that the chief value of pyschology for teachers is to help them to understand childhood better. Therefore some physiology is taugnt in connection with the psychology, and, although the work is by no means entirely child study, childhood is the chief and central theme.

The first term's work is: (1) a review of such knowledge of physiology as a student is expected to have and a further study of physiology, especially of the child; (2) the history of psychology, its problems and interests, and the nature of the help that can be obtained from it; (3) a brief study of childhood as a whole, infancy, youth, and adolescence.

The second term is given to class work and library reading on series of topics: Growth, movement, instincts and interests, play, emotions, social, moral, religious and aesthetic habits, the development of the intellect, language. The student is required at every point to study his own life and to recall his childhood; other comparisons are constantly made that call for use of the literature of animal and adult psychology.

The third term's work is in a sense a review, or rather a rehandling, of information already gained, and it centers about the observation and study of individual children. The test of the earnestness with which this part of the work is done is the note book that each student keeps, recording from day to day the results of his observation and study.

At present no text book is used in psychology, but the student is requested to use for reference Tracy's Psychology of Childhood, Titchener's Primer of Psychology, and Martin's The Human Body. The library is well equipped with books for reference and general reading, and the department has some apparatus and a good collection of materials for study.



MANUAL TRAINING ROOM.



ASSEMBLY ROOM—Grammar Department.

The short course comprises selections from the long course, especially of the more practical parts.

History and Philosophy of Education.—The plan is to carry these two lines of work at the same time, as different phases of the same subject. The work includes something more than the study of the accounts, merely, of the different educational movements of the past. It requires some study of the philosophies behind these movements, a general view of the history of the development of culture, and of social and industrial institutions. The more purely historical part of the work is based largely upon the outlines suggested in Davidson's History of Education. In addition to the work usually given in such a course some study is made of a few of the great educational classics, as The Great Didactic, Leonard and Gertrude, and the Emile.

GENERAL METHOD, OBSERVATION AND PRACTICE.

General Method.—This course and those grouped with it are intended to give the student a practical acquaintance with the work of the school room. The purpose is not to equip one merely to maintain school conditions as they generally exist, but to give a knowledge of the best current thought on education and its application as far as possible in reasonably progressive schools. The resources of psychology and child study are drawn upon for their assistance in teaching. Logic, too, has its contributions. The thinking processes are studied at considerable length, and a great deal of time is spent in planning lessons for different grades. This is followed by a study of the aims, values and organization of the subjects of the school course, in the belief that the teacher will do his own work best if he can see it in its relations to the entire course.

School Economy.—The greater portion of the time will be devoted to the subject of school hygiene in its relation to the different phases of school management. Some of the topics that will be taken up are the relation between mind and body, fatigue, motor training, alternation of mental and physical work, recreation, plays and games, arrangement of programs, school diseases, the care of the eye, ear, nose, throat, etc., school architecture, heating and ventilation, lighting and furniture, and school law.

Observation.—In order to get from it the greatest value, it is desirable that this course be taken with that in general method and immediately preceding that in teaching. Three hours each week are spent during three months in visiting different classes taught by the principals of departments, and two hours each week in conference with the director or one of the principals. At the mid-term the stu-

dents are assigned to the departments in which they will teach during the following term. Carefully directed study is then begun of the work and the pupils in the special grade to be placed in charge of the student.

Teaching.—In immediate charge of each department of the model school is an experienced principal. While retaining supervision, she gives each pupil-teacher full control of his room as soon as he shows himself competent. Time is taken daily by the principal and the pupil-teachers for planning the work. The teacher is encouraged to be resourceful in meeting the problems of the school room and grounds, and is given such criticism and suggestion as may be needed. All of this work, with the preparation for it, requires much of the student's time. Hence it is not often advisable for more than one subject in the normal department to be carried while one is engaged in teaching.

While a brief period of a few days or weeks may sometimes show the utter unfitness of some for the work of teaching, three months are generally necessary to give ample opportunity to judge of the teaching ability of the student. In some cases two terms of observation work may be required, or even two of teaching. This depends, however, on the ability of the individual student.

Special Addresses to the Graduating Classes.—Two courses have been given during the present year. The first, by Dr. Lida Osborn of Mankato, was of special interest and value to the young women, and was highly appreciated. The second course was given by a number of the city and county superintendents of southern Minnesota. It has been helpful to the school in getting in better touch with the state public school work, and to the students in obtaining a better understanding of the conditions for which they are preparing. It is proposed to arrange for similar courses for the coming year.

The Model School.—In its organization this is similar in many respects to current school systems. It is not primarily its purpose to duplicate them, but rather to present an ideal school in so far as resources at hand will permit. It is not proposed to take up with every "new" idea advanced by specialists, but to test such as seem in the light of experience to be valuable, to be progressive and yet to avoid extremes. Yet another important purpose of the Model School is to give students an opportunity to prove their fitness for teaching, and to make them familiar with the practical work of the school room. See also the section of this catalogue on The Kindergarten Training Department.

ENGLISH GRAMMAR.

First Term.—In the belief that too much time has commonly been spent on formal, almost mechanical, classification, a large part of the work consists in the analysis of connected prose and poetry contained in pamphlets, which members of the classes are expected to buy. Students are made to realize that "grammar is elementary logic." Unless they are enabled to grasp more easily the thought of an author, one of the main ends of the term's work has not been attained. Buehler's Grammar is the principal text used, but enough reference work is required to make the class familiar with at least a dozen other grammars.

Second Term.—Harder work in analysis is required, and an effort is made to clinch the work of the first term. Each student is called on to write a critical review of some well known grammar. Barbour's "History and Method of Teaching Grammar" is made the basis of discussion in the study of methods.

ENGLISH COMPOSITION.

This work is pursued during two terms of the first year. There are two chief aims in the course, good form in written expression and freedom in oral and written expression. Under the study of form, punctuation, sentence structure, paragraphing, and the application of simple rhetorical principles are discussed by the student in recitation and practiced by him in much writing. Under the study of freedom of expression the student is expected to tell stories, reproduce short masterpieces, paraphrase simple poems, and read constantly.

This will be followed by a term's work in rhetoric, in which more written work will be required, and some time will be given to figures of speech, versification, and other subjects calculated to help in the study of literature.

Students who are found to be deficient in the use of English and in the power of expression are required to take a special course in composition before they will be admitted to the work of practice teaching.

LITERATURE.

The following work or its equivalent will be required of students taking the English course. Those taking the Latin course will take I, II, and III, and high school graduates will take IV.

I. **Essays.**—Irving's "Bracebridge Hall"; Addison's "Sir Roger de Coverley Papers"; Johnson's "Rasselas"; De Quincey's "Flight of a Tartar Tribe"; Macaulay's "Warren Hastings"; Ruskin's "Modern Painters"; Burrough's "Sharp Eyes," and other papers; Emerson's "The Superlative" and "Social Aims."

In this and in all other courses, the student must own the pamphlet studied. Library work is required on each author.

II. **Poems and Novels.**—Selections from Pope, Burns, Wordsworth, Byron, Bryant and Poe.

Scott's "The Talisman" and George Eliot's "Silas Marner."

Frequent reference will be made to Pancoast's "Introduction to English Literature."

III. **The Epic Poem and Drama.**—Chaucer's Prologue, and one of the "Canterbury Tales."

Arnold's "Sohrab and Rustum."

Spenser's "Faerie Queene," Book I.

Milton's "Paradise Lost," Book I.

Shakespeare's "Henry IV," "Macbeth" and "Hamlet."

Sophocles's "Antigone."

IV. The main purpose of this term's work is to make the student familiar with classics to be used directly or indirectly in the grades.

Hero Tales.—Homer's "Iliad"; Hawthorne's "Wonder Book" and "Tanglewood Tales"; Chaucer's "Palamon and Arcite"; Tennyson's "Idylls of the King"; the Robin Hood ballads; references to Bulfinch's "Age of Fable" and "Age of Chivalry"; Gayley's "Classic Myths", and other works on mythology.

Fairy Stories.—Selections from Grimm and Andersen; Ruskin's "King of the Golden River."

Animal Stories.—Kipling's "Jungle Book"; Ernest Thompson-Seton's "Wild Animals I Have Known"; Brown's "Rab and His Friends"; Warner's "A Hunting of the Deer."

Nature Writers.—Burroughs, Thoreau, and others.

In addition, each student makes a study of some short-story writer, and presents before the class a report showing, when possible, how his works could be used to illustrate life in some part of the United States.

LIBRARY TRAINING.

Recognizing the need on the part of teachers of a knowledge of library methods and a familiarity with the best books, special opportunities are offered for the studying of library economy.



Library.

MINNESOTA STATE NORMAL SCHOOL.

MANKATO.

Instruction is given by means of lectures and practical exercises in the classification and numbering of books; the making and use of catalogues; the use of magazine indexes and of the various kinds of reference books; the study of juvenile literature; the knowledge of aids in the selection of books, and the preparation of book lists. In addition to the class work a system of library apprenticeship affords an opportunity, to a limited number who may desire it, to secure individual instruction with an hour of practical library work daily.

The large classes that have voluntarily taken up this work show a general appreciation of the practical value of the opportunities offered.

LIBRARY OF THE UNIVERSITY OF ILLINOIS.

READING.

The course in reading aims to develop thought and power of expression—voice work and responsive drill in gesture are given. The method used is based on psychological principles; no mechanical methods are employed, but the student's thought and feeling are stimulated, and he is taught to express this thought and feeling through his own individuality and is thus led by progressive steps through a natural development. His literary taste is cultivated, his imagination strengthened and his personal power developed.

Valuable selections are committed to memory, scenes from Shakespeare and other great dramatists are given, and the arts of story telling and sight reading are not forgotten.

The course in methods, while it necessarily consists largely of drill in reading, includes also a presentation of the psychological principles upon which the teaching of expression is based and the discussion of supplementary reading for the different grades, with story telling and action work.

RHETORICAL WORK.

Rhetorical exercises are held on one Friday afternoon of each month. All students are required to attend these exercises, and a general invitation is extended to the public. The purpose of these exercises is general entertainment, instruction and culture, and individual growth in power of thought and expression. The exercises consist of vocal and instrumental music, written papers or orations, selections from the best authors, and dramatic interpretations of scenes from standard plays.

Each member of the graduating class is required to appear at least once in public recital and has the benefit of private instruction in preparation for the work.

LATIN.

The Latin course covers four years of daily recitation. The first year is given wholly to preparatory work, during which attention is directed also to the study of Latin derivatives. In the three following years there are read four books of Cæsar or its equivalent, six orations of Cicero and six books of Virgil. During the study of Cæsar and Cicero a part of the time is spent in writing idiomatic Latin prose founded on those authors.

As it is believed that these authors should be read as makers of literature rather than as illustrations of grammar, instruction is given in the various collateral lines naturally suggested—during the reading of Cæsar and Cicero, in the history of the times, and in the organization of the Roman army and the Roman republic; during the reading of Virgil, in mythology and in the nature, form and examples of epic poetry.

This course prepares a student to enter the State University.

HISTORY.

The general aim is to present this subject so as to furnish material for the reason, cultivate the judgment, arouse the emotions and nerve the will. The following specific objects are kept constantly in view: (1) The selection of only such subjects for treatment as are most significant and vital; (2) the use of the best materials in text and library to illustrate these subjects; (3) the employment of such methods with the prospective teachers as will realize the greatest effectiveness in the public schools of the state.

A text is followed as a guide in each course, but liberal use is made of the library. Topics are assigned, readings required, and oral and written reports made. The student in reading, comparing, and reporting the views of different authors is ultimately compelled to think for himself. In this way the learner's mind is not only informed, but is also trained to correct habits of study and thought.

An attempt is made to bring certain phases of geography and government into proper relations with the work in history. The usual teaching devices are utilized. Outline maps are colored and charts examined and reproduced for the purpose of making the work as concrete and helpful as possible.

General History.—A year's work is provided for students in the English course. Students in the Latin course take the two terms which are devoted to the Mediæval and Modern periods. The first term is given to Greece and Rome; the greater part of the second term to the Mediæval period; the remainder of the year to the Mod-

ern period. Chief attention is given to Feudalism, the Empire and Papacy, the New Nations, the Crusades, the Renaissance, the Reformation, the Rise of Russia and Prussia, the Struggle for Colonial Empire, the French Revolution, and Europe since 1815, especially the formation of Constitutional States based on nationality. Note is taken of the relation which European history sustains to the history of the New World, especially the United States.

English History.—Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British national, political, social, industrial, and religious life, to cultivate a taste for English literature, and in general to lead to a comprehension of the growth of the English nation and to a due appreciation of the development of her institutions. The second purpose is to prepare the student for the intelligent study of early American history, as a right understanding of this history necessitates a pretty thorough knowledge of English institutions and customs.

United States History.—A very brief general survey is made of European conditions just prior to the discovery of the New World. The struggle of the various nations for the mastery of this continent is studied; then a comparative study is made of two leading types of colonists—the Puritans in the North and the Cavaliers in the South. These are compared in such points as motives for colonization, classes in England from which they came, religion, government, and education.

Particular attention is given to the steps leading to Union, the formation and adoption of the Constitution, the organization of the government, and the varying interpretations that have been given to the Constitution by the different political parties.

Other subjects treated are Internal Improvements, Tariff, Finances, Slavery, Civil War, Reconstruction, Industrial Development, Suffrage, Expansion, and Foreign Policies.

The work in this subject is so taught as to bear directly on the subject of Civics.

Review and Methods in History.—In addition to a general review of United States history, it is the aim of this course to discover the educational value of history, its field, sources of information, selection and organization of facts, and the best method of teaching the subject. A good text on method in history is supplemented with references to the rich pedagogical literature of the subject which has appeared in magazines, journals and special reports during recent years. A course of historical study in the grades is discussed, the current text books examined, and a suitable juvenile library suggested.

CIVICS.

Constant attention is given to our federal state with its dual government—commonwealth and general. To this end the separation of powers is pointed out and emphasized, and the three distinctive types of local government carefully examined. The government of Minnesota here receives attention.

Emphasis is given to what government is, what it can do, and how it performs its functions. An attempt is made to arouse a lively civic conscience and to give a reasonable basis of knowledge for the statement that civic pride should reveal itself in the family, the school, the town, the city, the county, and the commonwealth, as well as in the United States.

Some practical lessons are given on parliamentary law in the debating club. Visits are made to the United States District Court, State District Court, Municipal Court, and county and city offices for first-hand information. Forms used by different offices are collected, examined, and explained.

SOCIAL SCIENCE.

This course is for Seniors. Students should not elect this work before they have finished the courses in Psychology, History, and Civics.

It is the object of the course to introduce the student to the structure of society, and to the forces that operate to develop or destroy social customs and institutions.

ELEMENTARY SCIENCE.

Elementary Science, or Nature Study, is nowadays generally taught in the grades. The aim of this course is to indicate to the future teacher such matter as is suitable for nature study in schools, and also to give the methods of presenting the same in different grades.

The educational value of nature study is discussed in this course. Matter for lessons is suggested and arranged according to the grade requirements, and according to the seasons. Useful hints are given on collecting and preserving material for illustration. Supplementary nature literature is examined and discussed. A list of the best nature books is given. The nature work in the Practice School is observed, and students are required to plan and present model lessons.



BIOLOGICAL LIBRARY.



PHYSICAL LIBRARY.

The student not only studies the methods of teaching nature study, but also studies nature itself. He is required to collect insects, flowers, weeds, grasses, minerals, etc., and to study them. The object of this is to get the student to make personal observations ratner than to obtain his information from books. The student makes outdoor observations on bird and other animal life, studies of trees, field study of geological features, etc. The naturalist's rather than the laboratory method is employed in this work. The students are also required to devise simple apparatus for physical and chemical experiments to show that elaborate apparatus is not necessary for the teaching of the elementary facts in these subjects.

PHYSICAL SCIENCE.

Physics.—This subject is given to students of the advanced courses during the whole of their third year. The work is divided into three parts: Mechanics; Electricity and Magnetism; Heat, Light and Sound. This subject is condensed into two terms for students of the Elementary course. Hoadley's Physics is the text used. This is supplemented by laboratory work by the student. The laboratory exercises are mainly quantitative, and designed to demonstrate the principles studied in the text. Adams's Laboratory Manual is used. Many illustrative experiments are performed by the instructor in the class room.

The school has a good supply of apparatus for demonstrations and laboratory work. The class room has a demonstration table with gas and water conveniences. The laboratories are wired for the city electric current, making it possible to perform many experiments in electricity and magnetism, and also to project many experiments and illustrations on a screen by means of the projective lantern.

The department library (in the general library) has many excellent reference books, and the reading table is supplied with such scientific papers as Popular Science Monthly, Science, Scientific American, and Scientific American Supplement.

Chemistry.—Two terms are required in the Junior year of the English course. The work comprises the study of general inorganic chemistry and some qualitative analysis. The text book used is Newth's. The student spends about half the time in the laboratory.

BIOLOGY.

The biological laboratory is fully equipped with the necessary modern furniture and apparatus for Normal School work. There is

a wall table on three sides of the room, above which are cases for the microscopes, other apparatus, and the reagents. There are three tables distributed through the central portion of the room, two of which are divided into desks for students, while the other is fitted with a sink, water, gas, reagent shelves, and an aquarium. There are forty-five individual desks, each fitted with dissecting and other apparatus, and protected by a lock.

In direct connection with the laboratory is a smaller room which is used for an office, an apparatus room and the department library. In one corner of this room is a double dark room, fully equipped with sink, water, and other necessaries for photographic work. A third room is used exclusively for class and demonstration work. In an alcove of the latter room are several cases in which are kept the anatomical models, skeletons, charts, and physiological apparatus. The class room is further equipped with an arc light stereopticon and a large number of lantern slides, which are used almost daily in the class work.

The purpose of the biological work in the Normal School is not so much to teach anatomical facts as the habits of living organisms, hence morphology is studied only as a means of explaining function and general relationships. In fact, the work of this department is what might be called advanced nature study, which grade of work seems best fitted to train those who are to teach in the elementary schools. Independent observation is constantly required, and frequent excursions are made into the fields to observe plants and animals under natural conditions.

Zoology.—The growing demand for teachers who can teach nature study in the grades has made it necessary that more attention be given to the study of zoölogy. The course in zoölogy continues through two terms and two periods a day are required, one in the laboratory and the other in the class room. English course students take all the zoölogy that is offered; Latin course students may choose either the botany or the zoölogy; Elementary course students are required to take one term's work in zoölogy, but may choose either a second term in zoölogy or a second term in botany.

The first term's work deals with the invertebrates. In the laboratory the following animals are carefully studied as types: One or two individuals from each of the four groups of Protozoa, fresh and salt water sponges, hydra, jelly-fish, sea-anemone, coral, trematode, planaria, tape-worm, gordius, trichina, star-fish, sea-urchin, a holothurian, a rotifer, angle worm, leech, cray-fish, several different types of insects, a spider, a clam, and a snail.

The vertebrates are studied the second term. After a brief consideration of the intermediate types (balanoglossus, ascidians and amphioxus), a fish, a frog, a reptile, a bird, and a mammal are dissected. The dissection of each type is followed by a systematic study

of the group, and each student is required to identify twenty or more different species.

Considerable reference work is required, and each student is assigned a special topic for investigation, on which he writes a thesis. So far as possible the subjects for these theses are such as will require observation of the living animals. Each student is expected to do a certain amount of field work.

The chief text books used are Parker and Haswell's Manual, Needham's Laboratory Guide, Comstock's Manual of Insects, Pratt's Invertebrate Zoölogy and Jordan's Manual of Vertebrates. The department library contains a large number of pamphlets on various subjects, which are in constant use.

Physiology.—One term's work in Physiology is required in each of the courses. The topical and reference method is followed mainly, but Martin's The Human Body, advanced course, is used as a guide. Regular laboratory and experimental work is required, for which the school has a good collection of models, skeletons, microscopical slides, charts, and some of the simpler pieces of apparatus. Each student is assigned a special topic for investigation.

Botany.—The course in botany continues through two terms. Students in the English course take all the work offered in botany, those in the Latin course may elect either the botany or the zoölogy, and those in the Elementary course will be required to take one term of botany, but may elect either a second term in botany or a second term in zoölogy. One term of the botany work is offered in the spring term and the other in the fall.

The spring term's work deals with the Spermaphytes or seed plants. The work begins with a study of seeds and their structure, and follows with that of germination, roots, stems, buds, leaves, and flowers. Numerous experiments are made to illustrate the physiology of plants. To supplement the laboratory work each student is expected to collect, identify and arrange in a neat herbarium at least fifty species of indigenous plants.

In the fall term's work the non-flowering plants are considered. Each group is studied as carefully as the time will permit, and some attention is given to the economic features of bacteria and fungi.

The conditions under which plants grow, their grouping into societies, and means of dispersal, are important features of all the work in botany. In both terms' work one period a day is required in the laboratory and one in the class room. Frequent field excursions are made.

For the laboratory work the students generally follow mimeographed sheets, which are made out by the teacher, and for the systematic work Gray's Manual is used. The library of the department is equipped with the standard texts and reference books, and a large number of pamphlets, which are constantly used by the students.

Biological Club.—The purpose of the club is to offer opportunity for the discussion of various biological problems and items of scientific interest that do not come up regularly in the class room. Some of the better theses that are prepared by the students in zoölogy, physiology, and botany are read at these meetings. During the past year the club has given considerable attention to the review of current biological literature, and in addition has read and discussed Darwin's Descent of Man. The club meets on alternate Friday evenings.

MUSEUM.

The museum is a very necessary accompaniment to the work in biology, physiography, chemistry, and nature study. Ours contains already about 300 specimens of mounted birds, besides about 600 skins; a series of the more common Minnesota mammals; a fair collection of batrachians and reptiles; more than 4,000 specimens of fishes, and 1,500 rocks and minerals. The room which is used for museum purposes is the one formerly known as the assembly room. It is large, well lighted, and is located on the third floor, just between the apartments devoted to biology and those of physics and chemistry, an arrangement which is very convenient. A large collection of specimens of coral from the Philippine islands was recently secured through the kindness of the Minnesota Academy of Natural Science.

GEOGRAPHY.

The facts of Geography are so manifold that they cannot be taught in detail in the limited time devoted to the subject; hence our plan is to select from the vast number of topics those best calculated to discipline the mind, and to build up clear notions of the relation existing between physical conditions and the life and growth of the nations.

The work is confined to thorough discussions of topics which will serve as types of further study, and they are presented in such a manner as to lead students to acquire proper methods of teaching the subject.

The course in Geography comprises:

1. A thorough course in Mathematical Geography.
2. Physical Geography.
3. Detailed study of North America as a type of other continental studies.

The student is also made familiar with the latest and most improved devices used as aids in teaching the subject, and for this end the school is well equipped. It has excellent maps, globes, a fine collection of geographical literature, and many specimens of productions.

Physiography.—One term is given to this subject in the fifth year of the English and Latin courses. LeConte's Elements of Geology is the chief text, but numerous reference books are used. Frequent field excursions are a required part of the work. Each student is expected to construct numerous field maps and to make a collection of the common rocks of the region. The Normal School is well equipped with geological specimens, and the surrounding bluffs afford excellent opportunities for the study of the subject.

MATHEMATICS.

Arithmetic.—In the English and Latin courses two terms are given to this branch of mathematics, in the third year. In the Graduate courses one term is given. Thus arithmetic is not taken until the completion of both algebra and geometry, giving the student opportunity to investigate the subject in a broad way with all the aid the higher branches bring to such a review. While the work consists of the subject-matter in a large degree, yet the best way to teach the subject is kept constantly in mind.

In the Elementary course this subject is taken during the first year.

Algebra.—Three terms are given to algebra. The first term's work extends to simple simultaneous equations, the second to quadratics. The third is spent on the remaining topics and a careful review of the entire subject. Special attention is given to factoring, the formation and use of algebraic formulas, and the nature and solution of the equation.

Durell and Robbins's Elements of Algebra is the text book used.

Geometry.—Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

Phillips and Fisher's Geometry is the text book in the hands of the pupils.

MUSIC.

The work in this department has for its direct object the preparation of our students to teach music in the public schools. In the

English, Elementary and Kindergarten courses one term is given to the theory of music in the first year and one term to theory and methods in the second year.

Theory of music, as presented in the first term's work, deals with elementary musical instruction, including voice-placing, tone-production, ear-training, and sight-reading. The work of the second term in theory and methods involves the subjects of the first term's instruction from the standpoint of a teacher. The best methods of teaching music in the public schools are taught, with observation and practice in the Training Department under the supervision of the music teacher. Daily drill is given in chorus work, attendance at the chorus period being required of the entire student body excepting those who are serving as pupil-teachers.

The Glee Club is among the most successful and popular organizations of the school. It serves as a goal for the ambitious talent of the class room, and lends itself strongly to the social element of school life.

DRAWING.

Drawing is taught for its educational and its æsthetic value. The course has been planned to give the students a knowledge of all the different lines of the subject adaptable to school work, with the best methods of presentation and development.

The study of art and the literature of art has an important place in the course, the aim being to familiarize the students with the characteristics of the great art of the ancients, as well as with modern masters and their pictures.

A thorough course in perspective is given, together with work in water color, pen and ink, figure drawing, out-of-door sketching, design and mechanical drawing.

For the benefit of students making a specialty of drawing opportunity is given for doing advanced work along any of these lines. During the term of teaching in the Training Department practice is given either in teaching drawing or assisting under the direct supervision of the art instructor.

MANUAL TRAINING.

During the current year convenient rooms, well lighted and ventilated, have been equipped with the best tools and benches suitable for shop work.

Students in the five years' courses give an hour daily during two terms to shop work; those in the two years' graduate courses an hour daily during one term. Their work includes the study, care and use of tools and materials, simple designing, chip carving, whittling, drawing, and construction work such as will likely meet the needs of the schools of the state. Classes are organized as needed in sewing, weaving, and basketry.

The adaptation of the work to the mental and physical ability of children is given especial attention. All children in the Model School receive two or more lessons each week with tools.

We believe that for children in the grades manual training and domestic economy are as valuable for one child as another. Among these values may be mentioned the following: More than any other school study they develop the power to plan for the accomplishment of a definite purpose, for the adaptation of ways and means to secure a desired result. This alone is a very important mental training and includes training in habits of accuracy, close observation, and selection of facts bearing on the work in hand. Many school subjects find application in these fields, e. g., arithmetic, geography, art work, and language training. A knowledge of tools likely to be of general service, together with some facility in their use, is secured.

PHYSICAL CULTURE.

There is no such thing as a healthy mind in a diseased body. Our primary object is health, but we also aim to increase general tone, to insure endurance and to develop symmetry of body, ease and grace of movement and quick response. The Emerson system is used, consisting of poising, stretching, bending, reaching, and harmony movements. Marching, running, walking, games, and outdoor sports are encouraged.

Exercises are taken daily by the entire school. In addition to this daily work the school is divided into small classes which meet the instructor once a week, where individual corrective and remedial work is done. During the second year talks on method and hygiene are given. Each pupil is required to take charge of the class for one period. All pupils are required to teach this subject in their practice work. No special gymnasium suit is required, but the dress worn must allow perfect freedom of motion to the entire body.

During the fall and spring terms baseball and football teams are organized among the young men of the school and basketball teams among the young women. These teams challenge and accept challenges from similar teams of other schools.

Kindergarten Training Course.

The Kindergarten Training Course offers a thorough preparation for both kindergarten and primary work. It covers a period of two years and holds equal rank with the advanced graduate course of the Normal Department. Aside from instruction in the principles and practices of the kindergarten, this course includes all the work in psychology, child-study, history of education, music, and drawing given in the Normal School. It also includes the same amount of practice teaching in the primary grades as is required of those who prepare solely for primary work.

It furnishes abundant opportunity for child study and gives an especially appropriate training to those who will have charge of children, whether as kindergartners or as regular teachers. The rapidly increasing demand for kindgartners and for primary teachers with a kindergarten training seems likely to make this department a popular one.

The requirements for admission are the same as for the regular graduate course. Graduates of other courses may complete the work in a shorter time than those without normal training. The tuition is $10 per term.

The work in psychology, history of education, music, drawing, natural science and physical culture is done in the Normal Department under the direction of the special teachers in charge of these subjects. This work is accomplished as largely as possible during the first year of the course that the student may find time for practice teaching during the second year. Except in rare cases, no teaching is allowed until the beginning of the second year. Throughout both years a study of kindergarten theory and practice is pursued under the guidance of the teacher in charge of this department. Here Froebel's views regarding the nature of the child, its manner of development and the appropriate stimulation thereto, are studied and compared with modern views of these subjects. The greater portion of Froebel's writings, together with those of his most able interpreters, are used as texts or references. In addition a large list of books and selected articles from magazines are read and reviewed or discussed in class. The use of music, stories, pictures, materials, and plays and games, as educational factors, receives much attention and is fully illustrated in the Kindergarten.



KINDERGARTEN.



DRAWING ROOM.

General Information.

THE LIBRARY.

One of the most attractive and helpful features of the institution is the growing library which occupies two large rooms on the first floor. The number of volumes, including public documents, is something over 7,000. These have been chosen with special regard to the needs of the school, so that the number alone does not adequately represent the real efficiency of the library.

Students have free access to the shelves. By the topical method of study which is generally used in the several departments of instruction, they are trained under the supervision and with the assistance of an experienced librarian to know and use books.

The reading table offers a good selection of periodical literature, both professional and general. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for the successful teacher.

LITERARY SOCIETY.

The young men of the school have maintained for several years a debating club which has been very helpful in training its members in debating and parliamentary rules.

RELIGIOUS INFLUENCE.

Students are required to be present at the opening devotional exercises of each morning, unless excused, and are expected to attend on Sunday the church of their choice. The various churches of the city are especially cordial in welcoming them to their services and Sunday schools. Besides this, branch organizations of the Young Men's and Young Women's Christian Associations exist in the school. While no sectarian influence is found or allowed, the spirit and drift of the school are distinctly toward the Christian ideals of faith and conduct.

DISCIPLINE.

The discipline of the school is such as befits an institution for the training of teachers. While it is thorough, it is based upon but few rules, and those only which must commend themselves to the judgment of all good students. Self-control, as the essential preparation for controlling others, and orderly, quiet, studious habits for individual and common benefit, are asked from all. Those who are indisposed to respect its regulations are not desired in the school. The pupil whose conduct is a source of persistent annoyance and disorder will be promptly dismissed.

EXPENSES.

Tuition is free to all students admitted into any of the classes of the Normal Department (except the Kindergarten training classes) provided they sign a pledge to teach two years in the public schools of the state, and to report semi-annually to the president until the pledge is fulfilled. Persons not willing so to pledge themselves may be received into the above classes on the payment of a tuition fee of $10 per term in advance, one-half payable at the beginning and the other at the middle of the term. The tuition fee in the Kindergarten training classes is $10 per term.

The average price of board, including furnished room, light, and fuel, is $3 per week. Those desiring to board themselves can obtain rooms at very seasonable rates. This mode of economizing, however, cannot be recommended, as experience has generally shown it to be conducive neither to health nor to scholarship.

New students on arriving in the city should come directly to the office of the president, where they will be furnished with a list of the boarding houses and rooms from which they can make selection. Such lists cannot be sent upon application by letter, as it is desirable that the students make their own choice after personal inspection.

The price of unfurnished rooms is from $1.50 to $3 per month, according to size, location, conveniences, etc. Furnished rooms cost from $2 to $8 per month, according to location and excellence. Perhaps the prevailing price paid by students for unfurnished rooms may be placed at $1.50 to $2.50 per month and for furnished $2 to $4 per month.

In accordance with a resolution adopted by the State Normal Board, all necessary text books can be rented from the school. The fee is $1 per term, which also insures the privilege of the reference

and miscellaneous library. Books from the latter are loaned to pupils for two weeks. Students are advised to bring for purposes of reference such text books as they may have. Those who prefer to purchase the text books can obtain them at the school at wholesale cost price.

In the Training Department the tuition is 25 cents per week in the intermediate grades, 30 cents in the regular grammar, and 40 cents in the review class. In each grade all needed text books are furnished, for which there is a rental fee of 25 cents per term in the intermediate, 35 cents per term in the seventh and eighth grades, and 75 cents per term in the review class. Books are free in all other grades.

THE MANKATONIAN.

The Mankatonian is an illustrated monthly magazine, edited and published by the students of the Normal School. It reflects the life of the school and is well sustained.

CLASS MEMORIALS.

For some years it has been the pleasant custom of the graduating classes to present to the school at their departure memorials which might remain to testify of their regard for their Alma Mater. The earliest classes planted memorial trees, but when space in the grounds failed, works of art were selected, as shown by the following list:

Class of 1889—An urn, carved from Mankato limestone, for the school lawn.

Class of 1890—A large etching for the library.

Class of 1891—A library clock.

Class of 1892—A silk flag, draped over the stage in the assembly room.

Class of 1893—A statue of Minerva, of heroic size.

Class of 1895—Statues of Hebe and of Winged Victory.

Class of 1896—A statue of Apollo Belvedere.

Class of 1897—A statue of Venus of Milo.

Class of 1898—A statue of Diana and the Stag.

Class of 1899—Joined with the faculty and alumni in presenting to the school a bronze portrait bust of the late President Searing.

Class of 1900—A fine copy of Sewell's mural painting, "The Canterbury Pilgrims."

Classes of 1901 and 1902—Beautiful stained glass windows for the assembly room.

NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the state under the following provisions, viz.:

(1) A diploma of one of the State Normal Schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

(2) After two years of service the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the elementary diploma a state certificate for five years, and the advanced diploma a state certificate for life.

By a recent act the State Superintendent of Public Instruction is authorized to accept standings from the State Normal Schools in subjects prescribed for teachers' certificates under such conditions as he may establish.

CONDITIONS OF ENDORSEMENT.

(1) While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

(2) After the completion of two years of service, application for endorsement may be made to the respective Normal Schools with a fee of $1. The applicant should see that complete reports of service have been made in accordance with the student-teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank forms of testimonials may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the normal school presidents that they will endorse no diploma until each case has been approved by all the presidents acting as a Board of Review.

TO SUPERINTENDENTS AND OTHER SCHOOL OFFICERS.

These officers are expected to feel a special interest in the State Normal School. They can materially aid the cause of public education by sending thereto, through suggestion, encouragement or information, such young people as they believe particularly qualified by nature for the work of teaching. Only those who have sound health and good mental endowment should be directed to the school.

In turn, the school is fully aware of its duty to school officers, and will endeavor to perform it to the best of its ability. The president will cheerfully aid, as far as practicable, superintendents and other officers in securing good teachers. Great care will be taken in recommending a teacher for a given position, provided full particulars of requirements are given. General letters of recommendation are no longer granted to graduates. Personal letters to school officers, detailing the merits and demerits (if any) of an applicant, will be sent on application.

CORRESPONDENCE.

All letters of inquiry and requests for catalogues should be addressed to

CHARLES H. COOPER, President,
Mankato, Minn.

Students—Normal Department.

GRADUATE COURSES.

SENIOR GRADUATE CLASS.

Lelah Ethlyn Chase.....Mankato.
Marianne Charlene Child.....St. Paul.
Eleanor Rosamond Clark.....St. Charles.
Margaret Davis.....Mankato.
Belle Ermina Goff.....Friesland.
Bessie Belle Holbrook.....Mankato.
Katherine Eleanor Holton.....Redwood Falls.
Mary Indra.....West Mitchell, Iowa.
Nellie Edith Kehoe.....St. Paul.
Josephine Katherine Steake.....Fergus Falls.
Bertha Eleanor Thorndike.....Bigstone City, S. D.

JUNIOR GRADUATE CLASS.

John Frank Bastyr.....New Prague.
Edith Josephine Chaline.....Minneapolis.
Pearl Chappuie.....Faribault.
Emma E. Foley.....Apple River, Ill.
Sarah Belle Leet.....Winnebago City.
Hilda Laudon.....New Ulm.
Nellie May Morse.....Luverne.
Caroline Louise Newton.....Minneapolis.
Maude Edna Turrittin.....Kasota.
Pansy Arilla Van Nice.....Flandrau, S. D.
Mary Wangen.....Sigsbee.
Elizabeth Reid Woodbury.....Anoka.
Luella Woodworth.....Minneapolis.

ELEMENTARY GRADUATE CLASS.

Josephine Albers.....Northfield.
Ethel Isabella Best.....Faribault.
Helen Mary Boyle.....Adrian.

Isabelle Burns.....Springfield.
Isabella Mara Byron.....Waseca.
Harriette Campbell.....Calmar, Iowa.
Edith Lydia Chappuie.....Faribault.
Catherine Clarke.....Elysian.
Pearl Estella Cooper.....Mapleton.
Agnes Culver.....Le Roy.
Ethel Currier.....Mankato.
Lucy Davis.....Madison.
Alice Maude Diddams.....Le Roy.
Cordelia Matilda Drew.....Jasper.
Alice Elizabeth Eckert.....Winona.
Jennette Margaret Funk.....Mankato.
Bessie Maude Gibbs.....Tracy.
Mary Glenn.....Olivia.
Emma Mandeline Grant.....Faribault.
Grace Ethel Hagen.....Janesville.
Harriet Marriet Hand.....Center Chain.
Veronica Hayden.....Waseca.
Delphine Mary Hoyez.....Henderson.
Jessie Katherine Hummel.....Dundas.
Eleanor Ingebretsen.....Hutchinson.
Eleanor Myrtle Jennings.....Albert Lea.
Laura Judkins.....Hastings.
Georgiana Rachel Kee.....Janesville.
Nellie Eunice Kee.....Janesville.
Mayme Kelley.....Bricelyn.
Margaret King.....Eagle Lake.
Josephine Elizabeth Klugherz.....Mankato.
Ella Florence Larkin.....Mankato.
Frances Leonora Larson.....Tracy.
Clara Jessie La Rue.....Jackson.
Mary Alvida Lohren.....Waseca.
Rexie S. Luckman.....Stewart.
Jessie May McCune.....Mankato.
Lydia Anna Mariska.....Morristown.
Marian Merriman.....Wells.
Helen Amelia Meyer.....Mankato.
Leona Fern Ostrander.....Alden.
Edyth Estelle Patten.....Meriden.
Edith Irene Powers.....Osage, Iowa.
Elva Clara Powers.....Osage, Iowa.
Tina Margaret Powers.....Osage, Iowa.
Eleanor Reese.....Mankato.
Maude May Rutan.....New London.
Oliva Christine Schapekahm.....New Ulm.

Mae Comstock Shepard.....Smith's Mill.
Carrie Maude Sherin.....Winnebago City.
Julia Emily Skjei.....Madison.
Anna May Skuse.....Mankato.
Beatrice Stewart.....Hutchinson.
Anna Veronica White.....Waseca.

SENIOR KINDERGARTEN TRAINING CLASS.

Edith May Bowen.....Mankato.
Bertha Grace Brubaker.....Northfield.
Eva May Dixson.....Northfield.
Estella Adeline Grannis.....Mankato.
Camelia Leona Henton.....Luverne.
Grace May Holmes.....Mankato.
Sara Carol Schrap.....Kasson.
May Shubert.....Winnebago City.
Mary Godley Starr.....Minneapolis.

JUNIOR KINDERGARTEN TRAINING CLASS.

Alice May Andrews.....Mankato.
Alma Josephine Doherty.....Byron.
Anna Amy Fahey.....Sioux Falls, S. D.
Lucy Catherine Hauenstein.....New Ulm.
Grace Isabelle Jackson.....Faribault.
Georgia Lois Knight.....New Richmond, Wis.
Maybelle Read.....Minneapolis.

ADVANCED ACADEMIC-PROFESSIONAL COURSES.

SENIOR CLASS.

Roy Henry Ashworth.....Mankato.
Meta Emilia Bangerter.....Mankato.
Elvena Marie Christiansen.....Madelia.
Addah Meade Coffin.....Ottawa.
Ivy Irene Davidson.....Cream.
Nellie Clara Davis.....Taopi.
Mary Anna Fanning.....Mankato.
Sara Margaret Giblin.....Mankato.
Maud Edna Holman.....Mankato.

Jessie Belle Irving.....Mankato.
Walter Roy Kelley.....Mankato.
Lydia Krienke.....Osseo.
Enga Pauline Olsen.....Mankato.
Bessie Luvergn Preston.....Mankato.
Simon Solie.....Delavan.
Petra Olivia Sundt.....Mankato.
James Thompson Watts.....Mankato.
Nettie Orella Wells.....Watertown, S. D.

JUNIOR CLASS.

Alma Josephine Coughlan.....Mankato.
Ethel Elaine Dyer.....Windom.
Florence Calphurnia Eggleston.....Mankato.
Otto Austin Flom.....Delhi.
Herman Georgius.....New Ulm.
Nellie Florence Harriman.....Mapleton.
Lula Edith Hodson.....Mankato.
Nellie Pearl Jacobson.....Mankato.
Ralph Waldo Kerns.....Mankato.
Margaret Anna McCall.....Mankato.
Michael Aloys Neudecker.....Clements.
Florence F. Pine.....Greenland.
Mary Veronica Rourke.....Beaver Falls.
Florence Sheldon.....Mankato.
Charlotte Wynn.....Minneapolis.

THIRD YEAR CLASS.

Mary Edna Austin.....Mankato.
John Connelly.....Lakeville.
Ida Frances Davison.....Granada.
Henry Walter Gilbertson.....Jasper.
Katherine Alexander Gilmore.....Mankato.
Margaret Lucy Haigh.....Mankato.
Samuel Fred Harms.....Norwood.
Emma Gladys Hopkins.....Mankato.
Charles Oscar Johnson.....Judson.
Alida Minnie Laurisch.....Minnesota Lake.
Lena Loven.....Ellendale.
Lelia Lloyd Moses.....Mankato.
Julia Delphine O'Brien.....Mankato.
Matthias Norberg Olson.....Belview.
Dana Parker.....Granada.

Nellie Ramsey.....Cream.
Susie Marian Stone.....Alden.
Julia Jane Thayer.....Mankato.
Martha Thorson.....Ellendale.

SECOND YEAR CLASS.

Edna May Abels.....North Mankato.
Alma Rose Bateman.....Hayward, Wis.
Eva Ottie Cheney.....Rapidan.
Ruth Agnes Coffin.....Ottawa.
Mary Viola Daley.....Marysburgh.
Ethel Grace Davidson.....Cream.
Jennie Davies.....South Bend.
Sarah Agnes Dunn.....Mankato.
Anna Eggen.....Brandt, S. D.
Edith Lorene Fiero.....Mankato.
Beatrice Fanny Footner.....Mankato.
Mary Elizabeth Jones.....Mankato.
Tracie Marie Kranz.....Mankato.
Mary Ellen Kulp.....Mankato.
Arnold Lien.....Delavan.
Lorrien McCormick.....Cumberland, Wis.
Mildred Iris McGraw.....Kasota.
Jessie May McKellar.....Brewster.
Marie McKnight.....Oyens, Iowa.
Emma Catherine Mach.....New Prague.
Joseph John Mach.....Montgomery.
Laura Anna Mallin.....St. Clair.
Jessie Maude Paff.....Kasota.
Lottie Phelps.....Mankato.
Joseph Edward Price.....Judson.
Ella Gertrude Randall.....Mankato.
Emma Rapp.....Kasota.
Clara Luella Russell.....Eagle Lake.
Zenas White.....North Mankato.

FIRST YEAR CLASS.

Lillie Lucretia Abels.....North Mankato.
Minnie Gustava Abels.....North Mankato.
Sadie Viola Ash.....Madison Lake.
Gertrude Atcherson.....Mapleton.
Gertrude Brazier.....Mankato.
Millie Brazier.....Mankato.

Sarah Brekke.....Frost.
Ethel Marie Colson.....Mankato.
Hazel Conkling.....Mankato.
Loretta Daley.....Marysburgh.
Harriet Julia Daniels.....Mankato.
Anna B. Dickie.....Cleveland.
Paul Dickie.....Cleveland.
Mary Agnes Doran.....Kilkenny.
Blanche Ella Door.....Mankato.
Grace May Door.....Mankato.
Myrtle Dunlavey.....Madison Lake.
Florence Minda Dunlavey.....Madison Lake.
Grace M. Edwards.....Mankato.
Ida Amanda Enstad.....Revere.
Marie Enstad.....Revere.
J. Redden Everett.....Cleveland.
Adaline Farisy.....Morton.
Pearl Mae Farr.....Mankato.
Rubie Pearle Foster.....Mankato.
Arthur Harvey Fletcher.....Mankato.
Mabel Freundl.....Mankato.
Christoffa Gaard.....Frost.
George Hallman.....Mankato.
Sadie Louise Harriman.....Mapleton.
Joseph Hehir.....Assumption.
John Hinsverk.....Hendricks.
Teckla Hjerpe.....Mankato.
Theresa Hogan.....Morton.
Mary Julia Hogan.....Cleveland.
Jay Kerns.....Eagle Bend.
Bernice King.....Mankato.
Aura Catherine Kingsley.....Bricelyn.
Elizabeth Anna Kuehne.....Mankato.
Ernest Frederic Kuehne.....Mankato.
Alma Louise Linder.....Mankato.
Doris Little.....Mankato.
Elizabeth Lloyd.....Mankato.
Evangeline Frances McDermott.....Mankato.
Agnes Josephine Meagher.....Mankato.
Mabel Butterfield Moore.....Mankato.
Dora H. Nichols.....Butternut.
John O'Brien.....Mankato.
Rose Catherine O'Brien.....Mankato.
Florence Hilda Peterson.....Mankato.
Ruby Alice Phelps.....Mankato.
Edith Winnifred Richards.....Mankato.

Esther Marie Rud.....Mankato.
Dora Hannah Ryan.....Mankato.
Edith Elsie Salisbury.....Amboy.
Gustav H. Sahl.....Kenyon.
Robert Ellsworth Scott.....Mankato.
Ida Sher.....Mankato.
Margaret Sorell.....Mankato.
Eda Lovina Steel.....Mapleton.
Ole Swanjord.....Balaton.
Loren Andrew Swenson.....Mankato.
Mabel Edith Swenson.....Mankato.
Dora Alvina Taylor.....Mankato.
Olive Anna Thayer.....Mankato.
James W. Trenda.....Wesely.
Mabel Turrittin.....Mankato.
May E. Tyler.....Amboy.
Clara Jean Walthers.....Mankato.
Grace E. Weeks.....Vernon Center.

ELEMENTARY COURSE.

THIRD YEAR CLASS.

Anna Beatrice Bohan.....Mankato.
Lena Pearl Bullis.....Smith's Mill.
Lois Aizinia Huntley.....Lexington.
Anna Sophie Lawrence.....Sundown.
Alice Marie McCornack.....Wabasso.
Ina Thea Pierce.....New Auburn.
Gertena Tollefson.....Mankato.
Abbie Rowena Wendling.....Judson.
Ora Frances Whitcomb.....Eden Valley.

SECOND YEAR CLASS.

Mabel Anderson.....Cottonwood.
Margaret Bean.....Green Isle.
Dora Mabelle Benbow.....Windom.
Emogene Boudrye.....Granada.
Blanche Dyer.....Bingham Lake.
Effie Eleonora Erickson.....Maple Plain.
Aloys Philip Hodapp.....Mapleton.
Nora Murray.....Hammond.
Charlotte Pickle.....Eagle Lake.
Anna Marie Swanson.....Kasota.
Lilly Weir.....Mankato.
Jessie Wyatt.....Bigelow.

FIRST YEAR CLASS.

Linda Bakken.....Dundee.
Edna Gertrude Cain.....Mankato.
Laura Anna Cain.....Bigelow.
Olive Harper Cowles.....Alden.
Beatrice Mae Dickerson.....Eagle Lake.
Viola Ruth Hodson.....Mankato.
Josephine Holman.....Granite Falls.
Mamie Esther Joach.....New Prague.
Rena Josephine Johnson.....Mankato.
Clara Alpha Johnson.....Wells.
Blanche Ada Loomis.....Mankato.
Nellie Gertrude Lorden.....Elkton, S. D.
Lelah Bird Prescott.....Chicago, Ill.
Daisy Ethelyn Reynolds.....Eagle Lake.
Helen Beatrice Salisbury.....Mankato.
Edith Viola Sherman.....Beauford.
Augusta Eleanor Thornquest.....Shapokee.

SPECIAL STUDENTS.

Lora Darlene Bacon.....Mankato.
Harry Warner Baker.....Mankato.
Maude E. Bennett.....Mankato.
Ada Boudrye.....Granada.
Mary B. Donovan.....Hartland.
Clara Elizabeth Gerlich.....Mankato.
Myrtle E. Hawes.....Good Thunder.
Ida Howard.....Owatonna.
Evelyn Estelle King.....Welcome.
Albert Lagerstedt.....Gibbon.
Addie Lindsley.....Jackson.
Ida May Leffingwell.....Frankfort, Ohio.
Charles Bernard McGee.....Adell, Wis.
May Norene Mills.....Mankato.
Mary Veronica Murphy.....Alma City.
Pearl Mary Pilling.....Edgerton.
Clarence F. Prescott.....Mankato.

GRAMMAR GRADES.

REVIEW CLASS.

Rosa Beck,
Grace Door,
Florence Duchene,
Mabel Fairchild,
Pearle Foster,
John Hinsverk,
Theresa Hogan,
Carolyn Hottinger,
Hans Johnson,
Idris Jones,
Rachel Jones,
Eda Koke,
Bessie Lorden,
John Luke,
Eleanor Nason,
Peter Ness,
Dora Peterson,
Gustav Sahl,
Edith Salisbury,
Jennie Swanson,
Harley Tackels,
Mabel Turrittin,
May Tyler.
Albert Vikla.

A EIGHTH GRADE.

Mabel Barott,
May Bartlett,
Rose Bartos,
Don Black,
Bessie Burrill,
Dudley Coffin,
Margaret Cooper,
Francis Crean,
Agnes Donahue,
John Freundl,
Fred Galle,
Alma Geddes,
George Hallman,
Aaron Johnson,
Jay Long,
Clement Miller,
Grace Nichols,
Margaret Oster,
Florence Prescott,
Elvaretta Ross,
Walter Scott,
Harry Smith,
Paul Summers,
Jay Williams.

B EIGHTH GRADE.

Ava Antoine,
Helen Austin,
Stephen Burns,
Celia Burwell,
Anna Gunderson,
Ella Gustafson,
Kathleen Hart,
Adolph Holman,
Oscar Johnson,
Amandus Just,
John Just,
Katie Kieffer,
John Knutson,
Cora Linder,
Margaret Lloyd,
Lottie Moon,
Grant Morrison,
Ruth Palmer,
Sam Rourke,
Edna Spaeth,
Oren Thayer.

SEVENTH GRADE.

Lizzie Adams,
Olga Becklien,
Ruth Bradley,
Grace Brazier,
John Burns,
Heilda Carlson,
Katie Chambers,
Joe Cummings,
Gilbert Daley,
Jessie Daniels,
Louise Doxey,
Alick Ekle,
Irene Englerth,
Mary Evans,
George Fitzgerald,
William Gilhuly,
Carl Jacobson,
Johannes Jensen,
Ida Just,
John Kjerstad,
Clement Klugherz,

Elias Lindsoe,
Jay Mickelson,
William O'Brien,
Dinah Ofterdahl,
Harry Peterson,
Lulu Porter,
Albert Ramlo,
Clara Riles,
Henry Robel,
Elvira Roust,
Allie Salisbury,
Peter Sagmoe,
Marguerite Scott,
Roy Simonds,
William Schwandt,
Margaret Spellman,
Annie Staede,
John Temple,
Genevieve Treadwell.

INTERMEDIATE GRADES.

A SIXTH GRADE.

James Baker,
Constance Davis,
Ethel Dunn,
Clayton Dunn,
Morris Hancock,
Charles Holden,
John Kjerstad,
Genevieve King,
Alberta Noe,
Jennie Ryan,
Clarence Schwigerd,
Arlan Shonberg,
Harold Turrittin,
Genevieve Treadwell,
Phenie Thayer,
Allie Thomas,
Lois Yeaple.

B SIXTH GRADE.

Verna Bartlett,
Sylvia Crisp,
Vira Geddes,
Albert Hibbard,
Marguerite Hille,
Harvey Jewson,
Thorvald Lindsoe,
Bert May,
Eva Ore,
Knute Swansen,
Henry Spicer,
Lula Steifenhofer,
Mabel Walker.

FIFTH GRADE.

Albin Anderson,
Edith Bartlett,
Albert Brigham,
Leon Barnard,
Philip Comstock,
Raymond Cowgill,
Warren Cox,
Sumner Grannis,
Bennett Henrickson,
Graydon Howe,
Esther Jones,
Mabel Kurth,
Jabez Lloyd,
Kaia Lindsoe,
Blanche Russell,
Marie Mayer,
Anton Lindsoe,
Grace Reynolds,
Howard Spaeth,
Philip Schweickhard.

FOURTH GRADE.

Ruth Austin,
Willie Brazier,
Mildred Clements,
Olwen Evans,
Harry Eckstein,
Catherine Foster,
Maud Geddes,
Paul Hoerr,
Theodore Heggerness,
Tora Henrickson,
George James,
Charles Owen,
Mildred Parmelee,
Dean Schweickhard,
Frank Smith,
Frank Thayer,
Whitney Yeaple.

PRIMARY GRADES.

THIRD GRADE.

Laurence Brewer,
Paulina Bucholz,
Elmer Carlson,
Doris Curran,
David Edwards,
Blodwen Evans,
Bessie Gilmore,
Harold Spicer,
Robert Staede,
Hazel Stewart,
Ethel Thayer,
Dorothea Webster,
Bert Yarwood.

SECOND GRADE.

Welton Ashcroft,
Harry Berg,
Emmet Bishop,
Kathryn Brown,
Robert Cooper,
Donald Fitch,
Ethel Hughes,
Eunice Hughes,
Fanny Jones,
Delmar Kulp,
Grace Lorentz,
Mary Lloyd,
Kathleen Moore,
Florence O'Brien,
Lurene Pettit,
Ellis Schweickhardt,
Jane Thayer,
Charlie Thomas.

FIRST GRADE.

Esther Berg,
Lenore Brandenberg,
Fred Carlson,
Gertrude Clements,
Eleanor Gilmore,
Pearl Gjestrum,
Charles Hancock,
Gladys Hanna,
Clement Lorentz,
Harold Northrup,
Marvin Northrup,
Dayton Thayer,
Hale Yeaple.

BEGINNERS.

Edgar Anderson,
Cleo Brandrup,
Florence Brigham,
Marie Cooper,
Frank Cowgill,
Ellen Foley,
Genevieve Gjestrum,
Fannie Halstad,
Doris Hanna,
Fred Heylen,
Kenneth Hoerr,
Gertrude Klein,
Daniel Lloyd,
Clayton Moore,
James Moore,
Harley Newell,
Dorothy Parry,
Clifford Peterson,
Gale Prentiss,
Carl Raust,
Elizabeth Webster,
Loretta Wernicke,
Mattie Willaby,
Donald Works,
Alfred Yarwood.

KINDERGARTEN.

Ruth Abbott,
Helen Alleman,
Willard Alleman,
Edgar Anderson,
Myrtle Anderson,
Adaline Ashcroth,
Gloria Beecham,
Fanny Bishop,
Helen Boran,
Cleo Brandrup,
Holley Brandrup,
Elmer Burk,
Gladys Caswell,
Lyle Chandler,
Hale Clements,
Marie Cooper,
Marguerite Cooper,
Benedict Corbin,
Clayton Diamond,
Alice Dobbins,
Myfawny Evans,
Willie Flannigan,
Eddie Gill,
Gustaf Gustafson,
Herbert Gjerstrum,
Irene Granger,
Lela Granger,
Doris Hanna,
Louise Hanna,
Edmund Hart,
Helen Hart,
Doris Herman,
Clyde Hoerr,
Muril Hughes,
Alice Kirkpatrick,
Hazel Lester,
Daniel Lloyd,
Helen Longini,
Murildia Magin,
Richard Magin,
Hortense McMurtrie,
James Moore,
Doris Morris,
Luella Morrison,
Carolyn Nelson,
Irene Olmstead,
Fred Osborn,
Dorothy Parry,
Florence Palmer,
Julia Rabel,
Ivan Roberts,
Helen Shmitt,
Curtis Snow,
Lucile Stevenson,
Ether True,
Jay True,
Dorothea Waddell,
Gertrude Walser,
Wynn Warwick,
Allen Webster,
Elizabeth Webster,
Loretta Wernicke,
Vernon Wernicke,
Charles Wilson,
Phil. Works,
Alfred Yarwood,
Grace Yarwood,
Ruth Young.

SUMMARY.

NORMAL DEPARTMENT.

Graduate Courses—		
Senior Graduate Class	11	
Junior Graduate Class	13	
Elementary Graduate Class	55	
Senior Kindergarten Training Class	9	
Junior Kindergarten Training Class	7	
		95
Advanced Academic-Professional Courses—		
Senior Class	18	
Junior Class	15	
Third Year Class	19	
Second Year Class	29	
First Year Class	70	
		151
Elementary Course—		
Third Year Class	9	
Second Year Class	12	
First Year Class	17	
		38
Special students		17
Total for the Normal Department		301

TRAINING DEPARTMENT.

Grammar Grades	109	
Intermediate Grades	67	
Primary Grades	69	
Kindergarten	68	
	313	
Counted twice	10	
Total for the Training Department		303
Total		604
In both departments		8
Whole number of students		596

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